DOCUMENT RESUME

ED 470 764 EA 032 115

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TITLE	Hard Truths: Uncovering the Deep Structure of Schooling.
ISBN	ISBN-0-8077-3933-2
PUB DATE	2000-00-00
NOTE	204p.; Foreword by Ron Brandt.
AVAILABLE FROM	Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 (clothbound: ISBN-0-8077-3934-0, $46; paperbound: ISBN-0-8077-3933-2, $21.95). Tel: 212-678-3929; Fax: 212-678-4149; Web site: http://www.tcpress.com/.
PUB TYPE	Books (010) -- Opinion Papers (120)
EDRS PRICE	Document Not Available From EDRS.
DESCRIPTORS	*Educational Attitudes; *Educational Change; Educational Finance; *Educational History; Educational Innovation; Elementary Secondary Education; Parent Participation; Public Education; Social Change; Teacher Effectiveness

ABSTRACT

The "deep structure of schooling" is composed of values and assumptions about education widely shared throughout our society. These values and assumptions are shaped by conventional wisdom, tradition, vested interests, and institutional inertia. Americans expect similarities in classrooms, policies, programs, pedagogy, resource allocation, measures of success, and the labeling of students. This book explores how the deep structure of schooling functions, how it inhibits educational reform, and how it can be used to explain the past failures of reform and thus provide guidance for future reform efforts. Chapter 1 defines the deep structure of schooling. Chapters 2 through 6 explore the five inhibiting factors that hold the deep structure in place: (1) the social context: conventional wisdom and the role of the media; (2) the structural characteristic of the institution itself; (3) fiscal realities; (4) parent expectations and community assumptions; and (5) the demands of teaching and the nature of the teaching profession. Chapter 7 examines the unique personality of the individual school and suggests that this is the level where constructive and lasting reform can be made. Each chapter closes with a summary and conclusion. Some chapters contain endnotes. (Contains 298 references.) (WFA)

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